

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

School Results

School: Philip W Sugg Middle School

District: Lisbon School Department

Code: 1092-1292



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Grade Level Summary Report

School: Philip W Sugg Middle School
District: Lisbon School Department
State: Maine
Code: 1092-1292

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				90	13	14	50	56	21	23	6	7	846	91	14	56	23	7	846	13,958	17	56	22	5	847
MATH				90	13	14	37	41	20	22	20	22	841	91	14	42	22	22	841	13,983	17	42	22	20	842
WRITING				89	7	8	42	47	34	38	6	7	840	90	8	48	38	7	840	13,904	7	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Reading Results

School: Philip W Sugg Middle School
 District: Lisbon School Department
 State: Maine
 Code: 1092-1292

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

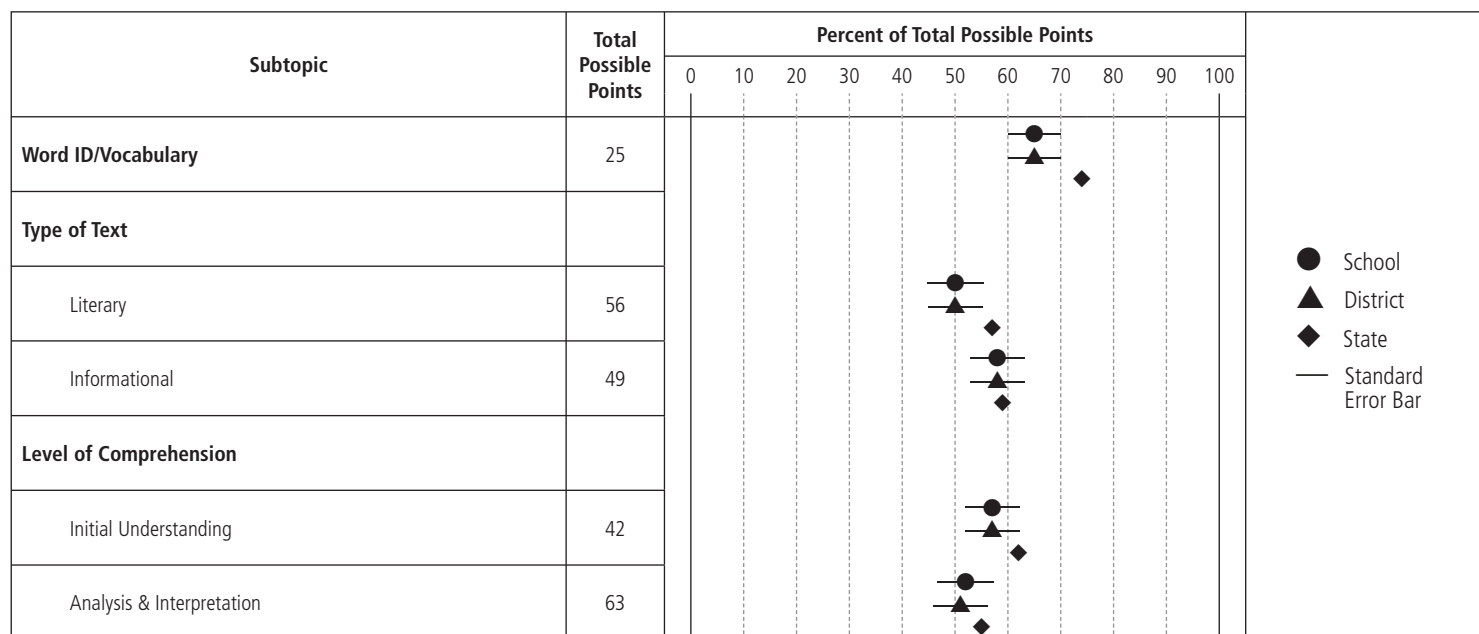
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				118 90	13 13	11 14	69 50	58 56	27 21	23 23	9 6	8 7	846 846
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				120 91	13 13	11 14	70 51	58 56	27 21	23 23	10 6	8 7	846 846
STATE 2008-09 2009-10 2010-11 Cumulative Total				14,101 13,958	2,092 2,341	15 17	7,584 7,783	54 56	3,378 3,096	24 22	1,047 738	7 5	846 847





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Reading Results

School: Philip W Sugg Middle School
 District: Lisbon School Department
 State: Maine
 Code: 1092-1292

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				90	13	14	50	56	21	23	6	7	846	91	14	56	23	7	846	13,958	17	56	22	5	847
Gender																									
Male				43	7	16	21	49	13	30	2	5	845	44	16	50	30	5	845	7,260	12	56	26	7	845
Female				47	6	13	29	62	8	17	4	9	847	47	13	62	17	9	847	6,698	22	55	18	4	849
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										4						188	10	57	22	12	844
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						155	14	53	26	6	846
Asian				0										0						158	27	58	14	2	852
Black or African American				2										2						373	10	42	36	12	842
Native Hawaiian or Pacific Islander				0										0						12	33	50	8	8	851
White				84	10	12	48	57	21	25	5	6	846	85	12	58	25	6	846	12,977	17	56	22	5	847
Two or more races				0										0						95	12	63	24	1	847
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										1						290	3	40	42	15	838
Former LEP student - monitoring year 1				0										0						14	50	50	0	0	858
Former LEP student - monitoring year 2				0										0						19	37	63	0	0	857
All Other Students				89	13	15	50	56	21	24	5	6	846	90	14	57	23	6	846	13,635	17	56	22	5	847
IEP																									
Students with an IEP				13	0	0	3	23	6	46	4	31	831	14	0	29	43	29	833	2,141	2	27	47	25	835
All Other Students				77	13	17	47	61	15	19	2	3	849	77	17	61	19	3	849	11,817	20	61	18	2	849
SES																									
Economically Disadvantaged Students				43	5	12	20	47	13	30	5	12	843	44	11	48	30	11	843	5,870	9	52	31	9	843
All Other Students				47	8	17	30	64	8	17	1	2	849	47	17	64	17	2	849	8,088	23	58	16	3	850
Migrant																									
Migrant Students				0										0						3					
All Other Students				90	13	14	50	56	21	23	6	7	846	91	14	56	23	7	846	13,955	17	56	22	5	847
Title I																									
Students Receiving Title I Services				0										0						1,078	6	47	39	8	842
All Other Students				90	13	14	50	56	21	23	6	7	846	91	14	56	23	7	846	12,880	18	56	21	5	848
504 Plan																									
Students with a 504 Plan				1										1						331	12	59	26	3	846
All Other Students				89	13	15	49	55	21	24	6	7	846	90	14	56	23	7	846	13,627	17	56	22	5	847

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Mathematics Results

School: Philip W Sugg Middle School
 District: Lisbon School Department
 State: Maine
 Code: 1092-1292

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

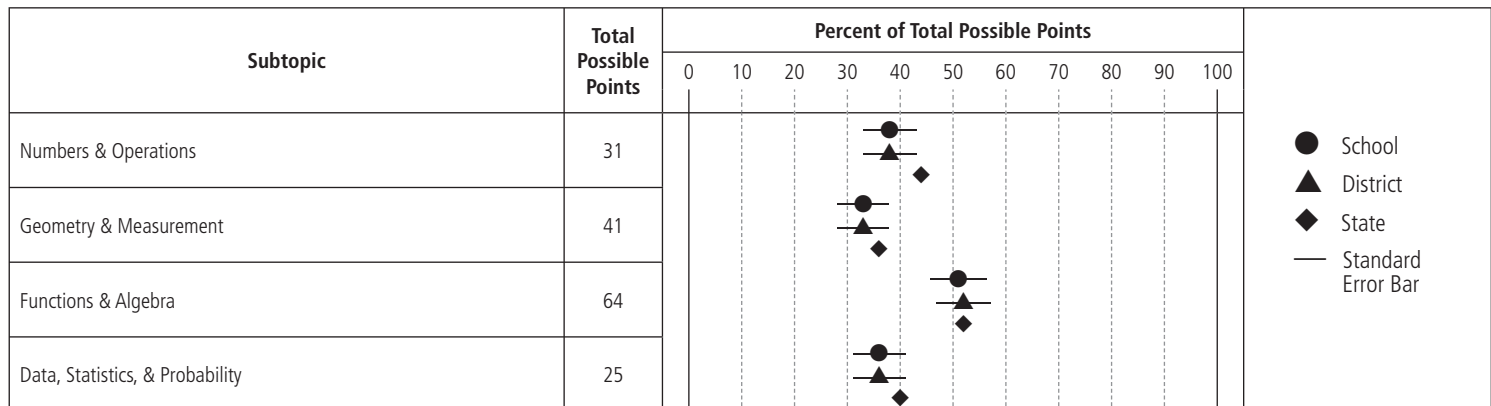
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				118 90	9 13	8 14	44 37	37 41	45 20	38 22	20 20	17 22	840 841
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				120 91	9 13	8 14	44 38	37 42	46 20	38 22	21 20	18 22	839 841
STATE 2008-09 2009-10 2010-11 Cumulative Total				14,115 13,983	2,283 2,310	16 17	6,119 5,894	43 42	3,019 3,048	21 22	2,694 2,731	19 20	842 842





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Mathematics Results

School: Philip W Sugg Middle School
 District: Lisbon School Department
 State: Maine
 Code: 1092-1292

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				90	13	14	37	41	20	22	20	22	841	91	14	42	22	22	841	13,983	17	42	22	20	842
Gender																									
Male				43	6	14	20	47	9	21	8	19	842	44	14	48	20	18	843	7,279	17	42	21	20	842
Female				47	7	15	17	36	11	23	12	26	840	47	15	36	23	26	840	6,704	15	42	23	19	842
Not Reported				0									0							0					
Race/Ethnicity																									
Hispanic or Latino				4									4							189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0							156	15	37	23	25	840
Asian				0									0							160	27	43	18	13	845
Black or African American				2									2							389	5	26	25	44	835
Native Hawaiian or Pacific Islander				0									0							12	8	67	25	0	844
White				84	12	14	34	40	20	24	18	21	841	85	14	41	24	21	841	12,982	17	43	22	19	842
Two or more races				0									0							95	8	44	19	28	839
No Race/Ethnicity Reported				0									0							0					
LEP Status																									
Current LEP student				1									1							317	3	24	26	48	833
Former LEP student - monitoring year 1				0									0							14	43	36	14	7	847
Former LEP student - monitoring year 2				0									0							19	37	37	26	0	847
All Other Students				89	13	15	37	42	20	22	19	21	841	90	14	42	22	21	841	13,633	17	43	22	19	842
IEP																									
Students with an IEP				13	0	0	0	0	4	31	9	69	827	14	0	7	29	64	828	2,145	2	15	23	60	831
All Other Students				77	13	17	37	48	16	21	11	14	843	77	17	48	21	14	843	11,838	19	47	22	12	844
SES																									
Economically Disadvantaged Students				43	3	7	13	30	13	30	14	33	837	44	7	32	30	32	837	5,888	7	37	27	29	838
All Other Students				47	10	21	24	51	7	15	6	13	845	47	21	51	15	13	845	8,095	23	46	18	12	844
Migrant																									
Migrant Students				0									0							2					
All Other Students				90	13	14	37	41	20	22	20	22	841	91	14	42	22	22	841	13,981	17	42	22	20	842
Title I																									
Students Receiving Title I Services				0									0							1,086	5	28	34	34	837
All Other Students				90	13	14	37	41	20	22	20	22	841	91	14	42	22	22	841	12,897	18	43	21	18	842
504 Plan																									
Students with a 504 Plan				1									1							331	14	45	24	17	842
All Other Students				89	13	15	37	42	19	21	20	22	841	90	14	42	21	22	841	13,652	17	42	22	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Writing Results

School: Philip W Sugg Middle School
 District: Lisbon School Department
 State: Maine
 Code: 1092-1292

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

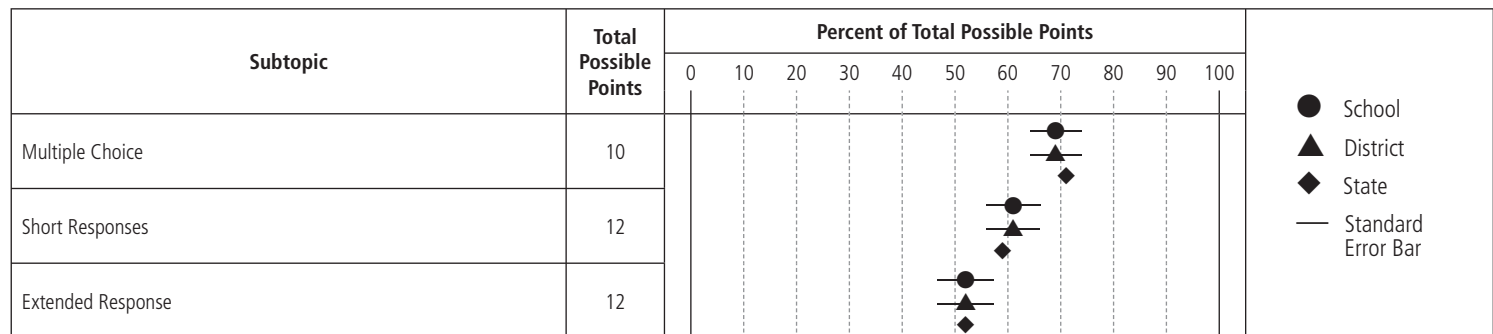
Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				89	7	8	42	47	34	38	6	7	840
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				90	7	8	43	48	34	38	6	7	840
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Writing Results

School: Philip W Sugg Middle School
 District: Lisbon School Department
 State: Maine
 Code: 1092-1292

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				89	7	8	42	47	34	38	6	7	840	90	8	48	38	7	840	13,904	7	46	37	10	840
Gender																									
Male				43	1	2	16	37	23	53	3	7	837	44	2	39	52	7	837	7,227	3	36	45	15	836
Female				46	6	13	26	57	11	24	3	7	842	46	13	57	24	7	842	6,677	12	55	29	4	843
Not Reported				0									0						0						
Race/Ethnicity																									
Hispanic or Latino				4									4						186	7	40	40	13	838	
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0						155	5	43	39	13	838	
Asian				0									0						158	17	49	32	2	845	
Black or African American				2									2						373	2	33	49	16	836	
Native Hawaiian or Pacific Islander				0									0						12	17	58	17	8	844	
White				83	5	6	40	48	32	39	6	7	839	84	6	49	38	7	839	12,926	8	46	37	10	840
Two or more races				0									0						94	3	47	38	12	839	
No Race/Ethnicity Reported				0									0						0						
LEP Status																									
Current LEP student				1									1						289	1	29	55	15	834	
Former LEP student - monitoring year 1				0									0						14	29	50	21	0	849	
Former LEP student - monitoring year 2				0									0						19	21	53	26	0	848	
All Other Students				88	7	8	42	48	33	38	6	7	840	89	8	48	37	7	840	13,582	8	46	37	10	840
IEP																									
Students with an IEP				12	0	0	2	17	5	42	5	42	830	13	0	23	38	38	831	2,124	<1	11	50	39	829
All Other Students				77	7	9	40	52	29	38	1	1	841	77	9	52	38	1	841	11,780	9	52	35	5	842
SES																									
Economically Disadvantaged Students				42	2	5	15	36	20	48	5	12	836	43	5	37	47	12	837	5,828	3	36	45	15	836
All Other Students				47	5	11	27	57	14	30	1	2	842	47	11	57	30	2	842	8,076	11	52	31	6	842
Migrant																									
Migrant Students				0									0						3						
All Other Students				89	7	8	42	47	34	38	6	7	840	90	8	48	38	7	840	13,901	7	46	37	10	840
Title I																									
Students Receiving Title I Services				0									0						1,073	4	30	53	13	836	
All Other Students				89	7	8	42	47	34	38	6	7	840	90	8	48	38	7	840	12,831	8	47	36	10	840
504 Plan																									
Students with a 504 Plan				1									1						328	3	39	48	11	837	
All Other Students				88	7	8	41	47	34	39	6	7	840	89	8	47	38	7	840	13,576	8	46	37	10	840

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.